

Writing Program Review Audit Pilot Process

The purpose of the pilot is to review as much data as possible concerning the identified program in order to establish degree of consistency between ratings, rationales/evidences, and perceptions of students, parents, and faculty. Recommendations for improvement, as well as commendations for effective practices, will be the result.

Ultimately, scholastic programs are intended to provide opportunities for students to grow and learn. This happens when programs are planned, implemented and evaluated systemically, keeping the focus on the quality and degree of access and exposure to the key knowledge and skills all students experience in the program area. Toward the end of the site visit, the team will discuss their findings with the school principal in order to establish recommendations and commendations designed to inform continuous improvement of the program at the building level. These commendations and recommendations will be co-presented by the school principal and the audit team to the faculty at the end of the visit. Although time spent on site will involve conferring with individuals and groups, findings will not name or otherwise identify individuals.

In order to keep the process manageable yet beneficial, the team will be looking deeply at approximately 25% of the characteristics of the selected program review by accessing information in ASSIST and reviewing evidence ahead of the site visit, and by conducting interviews and reviewing other relevant information and evidence on site.

The following characteristics that provide evidence of how students are being impacted by a quality writing program will be the focus of the ASSIST and evidence review prior to the team arriving at the school.

Program Review: Writing	
Demonstrator #/Characteristic letter	Text of Characteristic
Curriculum & Instruction – 2.b	To what extent does the curriculum integrate the strands of literacy (reading, writing, speaking, listening and language use) across content areas to explicitly instruct and develop communication skills?
Curriculum & Instruction – 3.e	To what extent do students use varying strategies and demonstrate an understanding of communicating to audiences in different forms for various purposes?
Formative & Summative Assessment – 2.d	To what extent do teachers provide regular opportunities for students to revise and apply new learning before summative products are assessed?
Professional Learning – 2.b	To what extent do writing teachers actively participate in professional learning communities to address issues related to instructional practices, data analysis and improving student achievement?
Administrative/Leadership Support & Monitoring – 2.c	To what extent does the principal communicate with parents and the community about the writing program?

Some **actions** are needed by the school in advance of the on-site visit. These actions are listed below:

1. Identify one additional characteristic under each standard (total of four) that best exemplifies progress or success in the program area being audited.
2. On or before Friday, March 13 2015, provide electronic access to/submission of the top 2-3 sources of evidence used to support the rating given for each of the characteristics identified (those characteristics identified by KDE in the table above, as well as those additional 4 the school identifies). Send this information to: Jamee Barton Jamee.barton@education.ky.gov (Note: Do not send more than 3 sources of evidence per characteristic identified.)
3. Designate a private space for the team to use as a 'base' throughout the day for aggregating notes, reviewing additional sources of evidence, discussing findings, etc.

4. Prepare a schedule for the site visit that includes:
 - a. 2 - 30 minute meetings with the principal (beginning and toward the end of the day);
 - b. Brief tour of the school (about 15 minutes);
 - c. 3 – 30 minute meetings with students (to be identified randomly by the audit team upon arrival at the school)-minimum of 3 students per grade level with the exception of K-1 students; maximum of 9 students per meeting;
 - d. 4 – 30 minute meetings with representative teachers throughout the school (selected by the audit team upon arrival at the school)
 - e. 1 - 30 minute meeting with SBDM members (including parent representatives- *team will contact by phone if not available on site*)
 - f. A 15-30 minute meeting with faculty at end of day to present commendations/recommendations (*Note: the superintendent and local school board members may also be invited*).
(*The audit team will work in pairs, so 2 meetings can be scheduled simultaneously throughout the day*)

5. Online surveys for parents and faculty members for the specific school have been provided. These survey links will expire 48 hours before the on-site visit so that data can be aggregated and analyzed by the team prior to the site visit. These are short surveys— they can be completed in less than 10 minutes.

Teacher Survey	Link:	Survey closes 2 business days prior to the audit
Parent Survey	Link:	Survey closes 2 business days prior to the audit
KDE Point of Contact	Jamee Barton – Jamee.barton@education.ky.gov	

We appreciate your participation in this pilot. Audited schools will receive information regarding their evidence-rating match, but ratings will not be changed. Your participation will inform the Kentucky Department of Education’s proposed audit process and provide insight

about necessary refinements for providing helpful information for program improvement to schools.

We look forward to meeting with you and your staff and working with you in your efforts toward providing all students access, opportunity, and exposure to quality programs.

If you have any questions, please contact Jamee Barton.